Ancient History

Course Description: Students will examine the major periods of Ancient History from prehistoric times to 1500 AD/CE. Major emphasis will be given to the Neolithic Revolution, the development of river valley civilizations, the rise of Greece and Rome, and the decline and fall of the Roman Empire.

Social Studies Skills

The student will improve skills in historical research and geographical analysis.

- AH.1 Analyze primary and secondary sources to make generalizations about events in world history to 1500. (C, H)
- AH.2 Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past to 1500. (G)
- AH.3 Identify major geographic features important to the study of world history to 1500. (G)
- AH.4 Compare political boundaries with the locations of civilizations, empires, and kingdoms from 4000 BC/BCE to 1500. (G)
- AH.5 Analyze trends in human migration and cultural interaction from prehistory to 1500. (C, G)
- AH.6 Analyze the impact of economic forces, including taxation, government spending, trade, resources, and monetary systems on events to 1500. (E, H)

<u>Human Origins and Early Civilizations, Prehistory to 1000</u> <u>BC/BCE</u>

The student will demonstrate knowledge of early development of humankind from the Paleolithic Era to the agricultural revolution. The student will demonstrate knowledge of ancient river valley civilizations, including those of Mesopotamia, Egypt, the Indus River Valley, and China, and the civilizations of the Ancient Israelites, Phoenicians, and Nubians.

- AH.7 Explain the impact of geographic environment on hunter-gatherer societies. (G)
- AH.8 List characteristics of hunter-gatherer societies, including their use of tools and fire. (C, H)
- AH.9 Describe technological and social advancements that gave rise to stable communities. (C, H)
- AH.10 Explain how archaeological discoveries are changing present-day knowledge of early peoples. (C, G).
- AH.11 Locate these civilizations in time and place. (G)

- AH.12 Describe the development of social, political, and economic patterns, including slavery. (C, E, P)
- AH.13 Explain the development of religious traditions. (C)
- AH.14 Describe the origins, beliefs, traditions, customs, and spread of Judaism from circa 1000 B.C./B.C.E. to 135 A.D./C.E. (C)
- AH.15 Cite the religious, social, and legal contributions of Judaism. (C, G)
- AH.16 Explain the development of language and writing. (C)

<u>Classical Civilizations and Rise of Religious Traditions,</u> 1000 BC/BCE to 500 AD/CE

The student will demonstrate knowledge of the civilizations of Persia, India, and China in terms of chronology, geography, social structures, government, economy, religion, and contributions to later civilizations. The student will demonstrate knowledge of ancient Greece in terms of its impact on Western civilization. The student will demonstrate knowledge of ancient Rome from about 700 BC/BCE to 500 AD/CE in terms of its impact on Western civilization.

- AH.17 Describe Persia, including Zoroastrianism and the development of an imperial bureaucracy. (C, P)
- AH.18 Describe India, with emphasis on the Aryan migrations and the caste system. (C, G, H, P)
- AH.19 Describe the origins, beliefs, traditions, customs, and spread of Hinduism. (C, G)
- AH.20 Describe the origins, beliefs, traditions, customs, and spread of Buddhism. (C, G)
- AH.21 Describe China, with emphasis on the development of an empire and the construction of the Great Wall. (C, G)
- AH.22 Describe the impact of Confucianism, Taoism, and Buddhism. (C)
- AH.23 Assess the influence of geography on Greek economic, social, and political development, including the impact of Greek commerce and colonies. (C, E, G, H, P)
- AH.24 Describe Greek mythology and religion. (C)
- AH.25 Identify the social structure and role of slavery, explaining the significance of citizenship and the development of democracy, and comparing the city-states of Athens and Sparta. (C, E, G, H, P)
- AH.26 Evaluate the significance of the Persian and Peloponnesian wars. (H)
- AH.27 Characterize life in Athens during the Golden Age of Pericles. (C)
- AH.28 Cite contributions in drama, poetry, history, sculpture, architecture, science, mathematics, and philosophy, with emphasis on Socrates, Plato, and Aristotle. (C)

- AH.29 Explain the conquest of Greece by Macedonia and the formation and spread of Hellenistic culture by Alexander the Great. (C, G, H)
- AH.30 Assess the influence of geography on Roman economic, social, and political development. (G)
- AH.31 Describe Roman mythology and religion. (C)
- AH.32 Explain the social structure and role of slavery, significance of citizenship, and the development of democratic features in the government of the Roman Republic. (C, G, P)
- AH.33 Sequence events leading to Roman military domination of the Mediterranean basin and Western Europe and the spread of Roman culture in these areas. (C, G, H)
- AH.34 Assess the impact of military conquests on the army, economy, and social structure of Rome. (C, E, G, P)
- AH.35 Assess the roles of Julius and Augustus Caesar in the collapse of the Republic and the rise of imperial monarchs. (H, P)
- AH.36 Explain the economic, social, and political impact of the Pax Romana. (C, E, P)
- AH.37 Describe the origin, beliefs, traditions, customs, and spread of Christianity. (C, G)
- AH.38 Explain the development and significance of the Christian church in the late Roman Empire. (C)
- AH.39 List contributions in art and architecture, technology and science, medicine, literature and history, language, religious institutions, and law. (C, H, P)
- AH.40 Cite the reasons for the decline and fall of the Western Roman Empire. (H)

Postclassical Civilizations, 300 to 1000 AD/CE

The student will demonstrate knowledge of the Byzantine Empire and Russia from about 300 to 1000 AD/CE. The student will demonstrate knowledge of Islamic civilization from about 600 to 1000 AD/CE. The student will demonstrate knowledge of Western Europe during the Middle Ages from about 500 to 1000 AD/CE in terms of its impact on Western civilization.

- AH.41 Explain the establishment of Constantinople as the capital of the Eastern Roman Empire. (G, H)
- AH.42 Identify Justinian and his contributions, including the codification of Roman law, and describing the expansion of the Byzantine Empire and economy. (H, P)
- AH.43 Characterize Byzantine art and architecture and the preservation of Greek and Roman traditions. (C)

AH.44 Explain disputes that led to the split between the Roman Catholic Church and the Greek Orthodox Church. (C)

AH.45 Map and assess the impact of Byzantine influence and trade on Russia and Eastern Europe. (E, G)

AH.46 Describe the origin, beliefs, traditions, customs, and spread of Islam. (C, G)

AH.47 Assess the influence of geography on Islamic economic, social, and political development, including the impact of conquest and trade. (C, E, G, H, P)

AH.48 Identify historical turning points that affected the spread and influence of Islamic civilization, with emphasis on the Sunni-Shi'a division and the Battle of Tours (C, G)

AH.49 Cite cultural and scientific contributions and achievements of Islamic civilization. (C)

AH.50 Sequence events related to the spread and influence of Christianity and the Catholic Church throughout Europe. (C, G)

AH.51 Explain the structure of feudal society and its economic, social, and political effects. (C, E, G, H, P)

AH.52 Explain the rise of Frankish kings, the Age of Charlemagne, and the revival of the idea of the Roman Empire. (H, P)

AH.53 Sequence events related to the invasions, settlements, and influence of migratory groups, including Angles, Saxons, Magyars, and Vikings. (C, E, G, H, P)

Regional Interactions, 1000 to 1500 AD/CE

The student will demonstrate knowledge of civilizations and empires of the Eastern Hemisphere and their interactions through regional trade patterns. The student will demonstrate knowledge of major civilizations of the Western Hemisphere, including the Mayan, Aztec, and Incan. The student will demonstrate knowledge of social, economic, and political changes and cultural achievements in the late medieval period. The student will demonstrate knowledge of developments leading to the Renaissance in Europe in terms of its impact on Western civilization.

AH.54 Locate major trade routes. (E, G)

AH.55 Identify technological advances and transfers, networks of economic interdependence, and cultural interactions. (E, G)

AH.56 Describe Japan, with emphasis on the impact of Shinto and Buddhist traditions and the influence of Chinese culture. (C, G)

AH.57 Describe east African kingdoms of Axum and Zimbabwe and west African civilizations of Ghana, Mali, and Songhai in terms of geography, society, economy, and religion. (C, E, G, P)

AH.58 Describe geographic relationships, with emphasis on patterns of development in terms of climate and physical features of the Mayans, Aztecs, and Incans. (G)

AH.59 Describe cultural patterns and political and economic structures of the Mayans, Aztecs, and Incans. (C, E, P)

AH.60 Describe the emergence of nation-states (England, France, Spain, and Russia) and distinctive political developments in each. (H, P)

AH.61 Explain conflicts among Eurasian powers, including the Crusades, the Mongol conquests, and the fall of Constantinople. (H, P)

AH.62 Identify patterns of crisis and recovery related to the Black Death (Bubonic plague). (E, G, H)

AH.63 Explain the preservation and transfer to Western Europe of Greek, Roman, and Arabic philosophy, medicine, and science. (C)

AH.64 Identify the economic foundations of the Italian Renaissance. (E)

AH.65 Sequence events related to the rise of Italian city-states and their political development, including Machiavelli's theory of governing as described in *The Prince*. (H, P)

AH.66 Cite artistic, literary, and philosophical creativity, as contrasted with the medieval period, including Leonardo da Vinci, Michelangelo, and Petrarch. (C)

AH.67 Compare the Italian and the Northern Renaissance, citing the contributions of writers and artists. (C)

Primary Documents and Supporting Texts to Read: excerpts from *The Prince*, Machiavelli